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ABSTRACT

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this seventh of eight components focuses on evaluation of vocational education teachers. The activities suggested are designed primarily to aid the teacher in identifying and correcting individual weaknesses. A set of ideal teacher traits is provided from which the individual teacher can establish standards for his/her performance in the classroom or laboratory and can then rate him/herself against these standards. The component also provides suggestions for student evaluation of instruction and evaluation by supervisory personnel, still with emphasis on provision of feedback to the instructor for improving instruction. The sample instruments suggested for collecting data from students and supervisory personnel are designed so that the teacher can readily compare their ratings against the self-established standards. Sample evaluation materials and a brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

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COMPONENT 7

EVALUATION OF INSTRUCTIONAL PERSONNEL

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DATA-BASED LOCALLY DIRECTED EVALUATION

CE 011 616

DATA-BASED LOCALLY DIRECTED EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

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July 1977

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COMPONENT SEVEN

EVALUATION OF INSTRUCTIONAL PERSONNEL

I. Overview

Traditionally, instructional personnel evaluation has been for administrative purposes such as tenure decisions, teacher assignments, transfers, promotions, dismissals, and salary increases in merit salary plans. However, the results of instructional personnel evaluation may also be used by instructors to improve instruction by identifying weaknesses that can be overcome by participating in professional development activities. The objective of this component is to aid instructors within Local Education Agencies in identifying instructional weaknesses for the express purpose of improvement. It provides an alternative to traditional evaluation by suggesting methods and procedures for assessment by peers, students, and administrators as well as self-evaluation.

II. Suggested Procedures

Methods of Evaluating Instructional Personnel

Methods of evaluating instructors include: instructor self-evaluation, student assessment of instruction, peer evaluation of instruction, and supervisory evaluation. The goal of instructor evaluation in DBLDE is improvement of instruction. Thus, the first task is to identify staff development needs.

Instructor self-evaluation. An important assessment of instructional personnel is that made by the instructor himself. Instructors can rate themselves in comparison to an ideal instructor by using an appropriate data-collection scale. Such an instrument may already be available, or may be developed by the LEA staff (sample included in Appendix A).

Student assessment of instruction. The goal of vocational education is students with saleable skills. Thus, students are in a good position to provide feedback regarding quality of instruction and the performance of the instructor. As students rate the instructor against the ideal, the instructor may identify areas where inservice staff development is needed. The evaluation instrument for student assessment of instruction may contain most of the items included on the self-evaluation. An example is provided in Appendix B which may be used or adapted to local needs.

The scoring of student assessment may be calculated by averaging the students' ratings. The responses should be

weighted as follows: SA = 5, A = 4, N = 3, D = 2, and SD = 1 (see Appendix B). Averages may be obtained for overall student ratings of an instructor or for individual courses.

Care should be taken to insure that the information concerning student ratings of instruction remain the property of the instructor. In addition, care should be taken to see that the instructor is not able to ascertain which student provided a particular rating. Anonymous ratings preserve objectivity.

Student rating averages should be recorded on the instructors' own discrepancy analysis form (Appendix C).

Supervisory evaluation. The major goal of supervisory evaluation should be to identify inservice training needs so that appropriate programs may be planned. The supervisory evaluation process should be a continuing activity throughout each school term. It may be done as a result of teacher-principal contacts, formal and informal classroom visits, faculty meetings, casual contacts, and reports of students' and parents' reactions. Supervisory evaluation instruments may be consistent with instructor self-evaluation instruments or designed specifically for use by the supervisory personnel. The LEA evaluation team may decide whether to use evaluation instruments which have already been adopted by the LEA or to develop another. A sample instrument provided in Appendix B may be used to obtain supervisory evaluations.

Peer evaluation. This approach can be used to provide

beneficial feedback to the receptive instructor. It may, however, be desirable to maintain the anonymity of those instructors providing the ratings until the instructors adjust to being evaluated by peers.

The assessment of instruction form that is provided as Appendix B may be used for peer evaluation. It is suggested that the same form be used for evaluation of instructors by students and supervisors as well as peers. The form may be color coded to indicate the different types of ratings, or headings may be added.

If peer evaluation is to be used, adequate time must be made available for the instructors to observe their peers in class presentation. Instructors teaching in the same laboratory or same area of the building may accomplish the observation with a minimum of released time.

The ratings received by an instructor should become the property of the instructor. The instructor should average the ratings given by peers and record the average on the discrepancy analysis form.

Discrepancy Analysis

The form provided in Appendix C, or a locally-developed form, may be used to summarize the ratings when preparing for the discrepancy analysis. Data that should be recorded on the discrepancy analysis form will depend on the types of evaluation selected. If the procedures suggested here are adopted, data that will be recorded include the instructors'

self and "ideal" ratings, the students' average ratings, the peers' average ratings, and the supervisors' ratings.

By comparing all ratings, the instructor may note deviations from the "ideal." When ratings deviate from the ideal by more than one scale point, it should probably be considered a discrepancy. This would especially be true if more than one rating deviates considerably from the "ideal" rating.

The outcome of the discrepancy analysis, as with all ratings, should remain the property of the instructor. Each instructor should identify those discrepancies that (s)he feels (s)he can correct and those that require training to correct. The outcome should be two lists: The discrepancies that the instructor will correct himself, and the discrepancies that call for staff development activities. The second list should be forwarded to supervisors as a stimulus for staff development programs.

III. Using Evaluation Data

One of the most important outcomes of an instructional personnel evaluation system is the involvement of all persons directly concerned with instruction: students, instructors, and supervisors. Students, as the intended receivers of instruction, can provide input into the total instructional evaluation system which may give instructors valuable feedback for improving instruction. Student assessment of instruction may provide information to the instructor which could lead to improvements in course content, teaching techniques, student motivation, and learning atmosphere.

Instructor self-evaluation may result in improvements not only in instruction but also in the teacher's relationships with his peers and supervisors. Evaluation items may also be included which lead to stronger ties with parents, the community, and professional organizations.

To repeat, the goal of instructional personnel evaluation is improvement. Other uses of the data, such as determination of tenure, would distract greatly from its value as feedback for self-improvement. If the instructor feels threatened, it is doubtful that he will attempt to correct the discrepancies. In a non-threatening situation, instructors should feel free to provide a list of needed staff-development activities. Thus, staff development programs may be tailored to specific evaluation findings.

IV. Summary

The evaluation of instructional personnel component is intended to suggest procedures for teacher evaluation, to suggest ways for using evaluation data, and to provide sample instruments. Local evaluation teams need to define the purpose and scope of the evaluation, determine methods of evaluating teachers, and conducting discrepancy analysis.

The following detailed breakdown is provided to assist in conducting an evaluation of instructional personnel.

1.0 Define the purpose and scope of the evaluation.

- 1.1 Determine the status of present instructional personnel evaluation system.
  - 1.1.1 Satisfy legislative mandate.
    - 1.1.1.1 Adapt existing procedures to the DBLDE activity.
    - 1.1.1.2 Do not continue the procedural steps outlined.
  - 1.1.2 Improve instruction.
    - 1.1.2.1 Develop procedures for evaluating instructional personnel.
    - 1.1.2.2 Consider the procedural steps outlined.

2.0 Identify methods of evaluating instructional personnel.

- 2.1 Consider instructor self-evaluation.
  - 2.1.1 Rate performance.

2.1.1.1 Rate an "ideal" instructor's performance on the same criteria.

2.1.2 Use a data-collection instrument.

2.1.2.1 Use available instrument.

2.1.2.2 Develop an instrument.

2.1.2.3 Adapt or adopt instrument included in Appendix A.

2.1.3 Compare self-rating with ideal rating.

2.1.4 Use ideal as a standard against which to compare ratings by peers, supervisors, and students.

2.2 Consider student assessment of instruction.

2.2.1 Use data-collection form provided in Appendix B.

2.2.1.1 Adapt form to local needs.

2.2.1.2 Weight responses on form.

2.2.1.3 Obtain an individualized class score or group all ratings for each item.

2.2.1.4 Insure that the information concerning student ratings of instruction remain the property of the instructor.

2.2.1.5 Insure anonymity of student's ratings.

2.2.1.6 Record the students' average ratings on discrepancy analysis form.

2.3 Consider supervisory evaluation.

2.3.1 Select data-collecting instrument.

2.3.1.1 Use existing instrument.

2.3.1.2 Develop instrument

2.3.1.3 Use instrument provided in Appendix B.

2.3.2 Identify inservice training needs of instructors.

2.4 Consider peer evaluation.

2.4.1 Maintain anonymity of the instructors providing the ratings.

2.4.1.1 Have two or more peers evaluate each instructor.

2.4.1.2 Provide release time for instructors.

2.4.2 Use assessment of instructor form provided in Appendix B.

2.4.2.1 Insure that peer rating forms become the property of the instructor.

2.4.2.2 Average peer ratings.

2.4.2.3 Record the average on discrepancy analysis form.

3.0 Conduct Discrepancy Analysis.

3.1 Summarize ratings.

3.1.1 Use form provided in Appendix C.

3.1.2 Use locally developed form.

3.2 Record data from instructor self and ideal rating.

3.3 Record data from peers' ratings.

3.4 Record data from students' ratings.

3.5 Record data from supervisors' ratings.

3.6 Compare all ratings.

3.7 Note discrepancies between ideal rating and his/her performance ratings.

3.7.1 Consider a deviation of more than one scale point a discrepancy.

3.8 Identify discrepancies.

3.8.1 Identify those that the instructor can correct individually.

3.8.2 Identify those that the instructor doesn't want to correct.

3.8.3 Identify those that require assistance for correction.

3.9 Prepare discrepancy lists.

3.9.1 Prepare a list of discrepancies that the instructor will correct himself.

3.9.2 Prepare a list of discrepancies to be provided to supervisor for staff development.

4.0 Utilize Results.

4.1 Include all persons concerned with instruction.

4.2 Use results of student assessment of instructions to:

4.2.1 Revise course content.

4.2.2 Improve student-teacher relationships.

4.2.3 Improve testing procedures.

4.2.4 Improve teaching techniques.

4.2.5 Improve student motivation.

4.2.6 Improve learning atmosphere.

4.3 Use results of instructors' self-evaluation to:

4.3.1 Improve teacher-supervisor relationships.

4.3.2 Improve teacher-peer relationships.

4.3.3 Improve teacher-parent relationships.

4.3.4 Improve instructors' community involvement.

4.3.5 Increase instructors' involvement in professional organizations.

4.3.6 Improve instructional guidelines.

4.4 Tailor staff development program to specific evaluation findings.

V. Sample Evaluation Materials

	Appendix
Instructor Self-Evaluation	A
Assessment of Instruction	B
Discrepancy Analysis Form	C

APPENDIX A

INSTRUCTOR SELF EVALUATION

Directions: In the columns on the left, rate the way you think an "Ideal Instructor" would be rated. In the columns on the right, rate yourself.

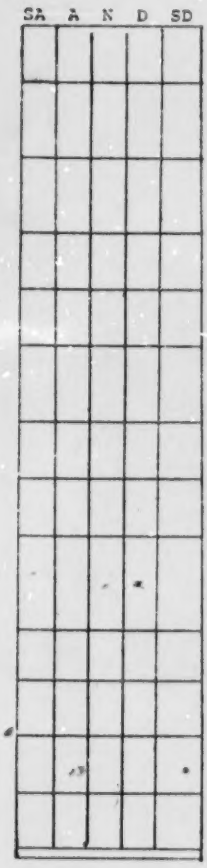
Use the following key to indicate:

If you strongly agree with the statement	SA
If you agree with the statement	A
If you neither agree or disagree	N
If you disagree with the statement	D
If you strongly disagree with the statement	SD

Ideal						Self				
SA	A	N	D	SD		SA	A	N	D	SD
					I. Performance Skills					
					A. The instructor is successful in carrying out the teaching plans Developed.					
					B. The instructor provides and educational atmosphere that is conducive to learning.					
					C. The instructor has good rapport with students while still maintaining control of the learning situation.					
					D. The instructor provides individualized instruction whenever it is appropriate.					
					E. The instructor can objectively assess his or her own strengths and weaknesses.					
					F. The instructor evaluates student learning through appropriate measures in the cognitive, affective, and psychomotor domains.					
					G. The instructor evaluates the content, materials, and methods used in the classroom.					
					II. Management Skills					
					A. The instructor develops long range plans for the courses taught.					
					B. The instructor develops short term objectives for the courses taught.					
					C. The instructor sequences instruction so that students may achieve short term objectives and long-range goals.					
					D. The instructor varies the teaching techniques used to provide motivation for learners.					

APPENDIX A-2

Ideal



III. Preparation

A. The instructor observes official policies.

B. The instructor is prompt and efficient in performing duties.

C. The instructor participates voluntarily in activities that benefit the school and students.

D. The instructor shows respect for all individuals.

E. The instructor is a master in the subject area in which he/she teaches.

F. The instructor is familiar with learning theories and their implications for instruction.

G. The instructor understands human development principles.

H. The instructor uses principles of sound mental health.

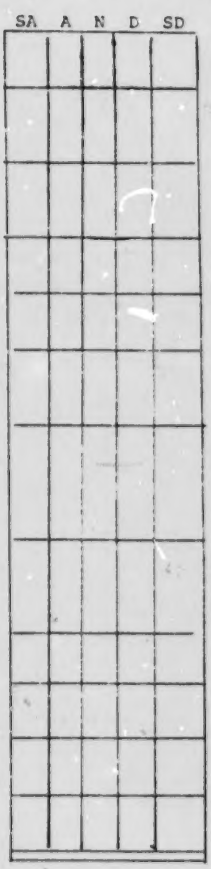
I. The instructor participates in professional organizations, workshops, university courses, professional meetings and conferences.

J. The instructor undertakes research projects to develop new materials.

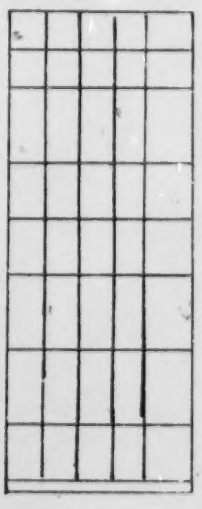
K. The instructor accepts help from peers, students, and supervisors.

L. The instructor uses community resources.

M. The instructor is fluent and versatile in use of language.



IV. Personal Qualities



A. The instructor maintains appropriate grooming, dress, and posture.

B. The instructor is in good health.

C. The instructor shows interest and enthusiasm for the subjects she teaches.

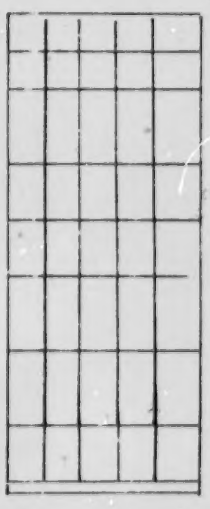
D. The instructor is friendly toward all individuals.

E. The instructor allows students to have a voice in classroom decisions.

F. The instructor cooperates with other teachers, supervisors, and school personnel.

G. The instructor objectively interacts with parents and other community members.

h. The instructor possesses educational leadership qualities.



APPENDIX B

ASSESSMENT OF INSTRUCTION

DIRECTIONS: Place a check in each column using the following key.

If you strongly agree with the statement	SA
If you agree with the statement	A
If you neither agree nor disagree	N
If you disagree with the statement	D
If you strongly disagree with the Statement	SD

	SA	A	N	D	SD
I. Performance Skills					
A. The instructor successfully carries out Teaching plans.					
B. The instructor arranges the physical environment so that learning may occur.					
C. The instructor's rapport with students is good while still maintaining classroom control.					
D. Individualized instruction is used whenever appropriate.					
E. The instructor demonstrates ability to assess his or her own strengths and weaknesses.					
F. The instructor designs tests which measure student learning in the affective, cognitive, and psychomotor domains.					
G. The instructor demonstrates ability to evaluate content, materials, and methods.					

APPENDIX B-2

	SA	A	N	D	SD
II. Management skills					
A. The instructor develops long-range plans for courses.					
B. The instructor develops short-term objectives for each course.					
C. Instructional sequence is designed to enable students to reach short-term objectives and long-range goals.					
D. A variety of techniques are used in each class.					
III. Preparation					
A. The instructor observes official school policies.					
B. The instructor is prompt and efficient in the performance of his or her duties.					
C. The instructor voluntarily participates in school activities.					
D. The instructor treats all individuals respectfully.					
E. The instructor demonstrates knowledge of a range of topics within his or her subject area.					
F. The instructor demonstrates knowledge of learning theories.					
G. The instructor demonstrates an understanding of human development principles.					
H. The instructor demonstrates principles of sound mental health.					
I. The instructor demonstrates potential professional growth through participation in professional organizations, workshops, university courses, and professional meetings and conferences.					

APPENDIX B-3

III. Continued

	SA	A	N	D	SD
J. The instructor undertakes research projects to develop new materials.					
K. The instructor accepts help from peers, students, and supervisors.					
L. The instructor uses community resources.					
M. The instructor's use of language is fluent, versatile, and precise.					

IV. Personal Qualities

A. The instructor has good personal appearance.					
B. The instructor appears to be in good health.					
C. The instructor displays interest and enthusiasm toward the subjects he or she teaches.					
D. The instructor is friendly toward other individuals.					
E. The instructor shares classroom leadership with students.					
F. The instructor is cooperative with peers, supervisors, and other school personnel.					
G. The instructor is objective in dealings with parents and other members of the community.					
H. The instructor demonstrates leadership in the educational setting.					

APPENDIX C

DISCREPANCY ANALYSIS FORM

DIRECTIONS: Place numerical values in columns one and two from Instructor Self-Evaluation Form; place average scores in columns three, form, and five from Student Assessment of Instruction, Supervisory Evaluation, and Peer Evaluation Forms.

If a discrepancy is noted, place a check in column six.

	"Ideal"	Self	Student	Supervisory	Peer	Discrepancy
I. Performance Skills						
A. The instructor sucessfully carries out teaching plans.						
B. The instructor arranges the physical environment so that learning may occur.						
C. The instructor's rapport with students is good while still maintaining classroom control.						
D. Individualized instruction is used whenever appropriate.						
E. The instructor demonstrates ability to assess his/her own strengths and weaknesses.						
F. The instructor designs tests which measure student learning in the affective, cognitive, and psychomotor domains.						
G. The instructor demonstrates ability to evaluate content, materials, and methods.						

APPENDIX C-2

	"Ideal"	Self	Student	Supervisor	Peer	Discrepancy
II. Management Skills						
A. The instructor develops long-range plans for courses.						
B. The instructor develops short-term objectives for each course.						
C. Instructional sequence is designed to enable students to reach short-term objectives and long-range goals.						
D. A variety of techniques are used in each class.						
III. Preparation						
A. The instructor observes official school policies.						
B. The instructor is prompt and efficient in the performance of his/her duties.						
C. The instructor voluntarily participates in school activities.						
D. The instructor treats all individuals respectfully.						
E. The instructor demonstrates knowledge of a range of topics within his/her subject area.						
F. The instructor demonstrates knowledge of learning theories.						

APPENDIX C-3

	"Ideal"	Self	Student	Supervisor	Peer	Discrepancy
III. Preparation (contd.)						
G. The instructor demonstrates an understanding of human development principles.						
H. The instructor demonstrates principles of sound mental health.						
I. The instructor demonstrates potential professional growth through participation in professional organizations, workshops, university courses, and professional meetings and conferences.						
J. The instructor undertakes research projects to develop new materials.						
K. The instructor accepts help from peers, students, and supervisors.						
L. The instructor uses community resources.						
M. The instructor's use of language is fluent, versatile, and precise.						
IV. Personal Qualities						
A. The instructor has good personal appearance.						
B. The instructor appears to be in good health.						
C. The instructor displays interest and enthusiasm toward the subjects he/she teaches.						

APPENDIX C-4

Iv. Personal Qualities (contd.)

	"Ideal"	Self	Student	Supervisor	Peers	Discrepancy
D. The instructor is friendly toward other individuals.						
E. The instructor shares classroom leadership with students.						
F. The instructor is cooperative with peers, supervisors, and other school personnel.						
G. The instructor is objective in dealings with parents and other members of the community.						
H. The instructor demonstrates leadership in the educational setting.						

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Glossary

Discrepancy: a difference between established standards of "what should be," the ideal, and "what is," the real.

Discrepancy Analysis: the process of comparing the data collected on "what is" with the standards established by the local education agency personnel or the local evaluation team.

LEA (Local Education Agency): the local school district, the local community college district, or other institutions with educational responsibilities.

Professional Development: professional improvement of educational personnel through their enrollment in college credit courses, short-courses, in-service education programs; attendance at conferences, professional meetings, workshops, etc.